DOCUMENT RESUME

ED 443 419

IR 020 340

AUTHOR	Cardona de Divale, Maria Victoria
TITLE	Is Software Available for Early Childhood Spanish Speaking Children?
PUB DATE	2000-05-00
NOTE	36p.
PUB TYPE	Reports - Research (143)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Bilingual Students; Computer Assisted Instruction; *Computer Software Evaluation; Computer Software Reviews; Computer Software Selection; Early Childhood Education; Educational Technology; *Spanish; *Spanish Speaking

ABSTRACT

A search was conducted on the Internet for software available for bilingual Spanish-speaking children. The only programs found under this heading were 18 programs for learning Spanish. Five of the least expensive were selected for review using a standardized scale for evaluating children's software. Four of the programs were found to be inappropriate because they were based on the assumption that children already know how to use the computer. One program, "JumpStart Spanish," scored very high and had many attributes of successful software for children. The following criteria can be used in selecting software for the bilingual user (Bishop, 1990): accuracy and correctness of content; software that is note limited by regionalism or dialect; open-ended design; interactivity; depth of content; educational soundness; ease of use; age-appropriateness; cultural sensitivity; and visual appeal. Web site addresses that offer software for Spanish children are given, and prices are listed for several Spanish software products. Appendices include a checklist for analyzing children's software; online reviews; and a more detailed review by the author of six software programs for Spanish-speaking children. (AEF)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 443 419

Is Software Available for Early Childhood Spanish Speaking Children?

Maria Victoria Cardona de Divale

cardonamv@aol.com

Lehman College
Division of Education
City University of New York
and
P. S. 23, District 10, Bronx, New York

IR020340

M.V. Cardona de Divale

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

- This document has been reproduced as received from the person or organization originating it.
- Minor changes have been made to improve reproduction quality.
- Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

BEST COPY AVAILABLE

Abstract

Is Software Available for Early Childhood Spanish Speaking Children?

Maria Victoria Cardona de Divale

A search on the Internet was conducted for software available for bilingual Spanish speaking children. The only programs found under this heading were 18 programs for learning Spanish. Five of the least expensive were selected for review using a standardized scale for evaluating children's software. Four of the programs were found inappropriate because they assumed that children already know how to use the computer. One program, "JumpStart Spanish" scored very high using the evaluation scale, and it had many attributes of successful software for children. Basically bilingual software for early childhood does not currently exist.

Is Software Available for Early Childhood Spanish Speaking Children?

Introduction

It is a fact that technology in the 21 century is important for children. A key question is how Spanish-speaking children are involved in this matter. It is not enough to put children in front of the computer and ask them to work because one concept is going to be language- (children speak different a language than the computer programs)- and the other concept is going to be the technology as a new tool that children are going to struggle with. They are going to struggle between the instruments that is the computer and the demands of the software. Children need to know what the programs expect or request from them, but what happens if they have never been exposed to computers in a way they can understand without barriers. These children are going to feel scared of using technology for their benefit. They are going to see technology, and especially computers as another problem rather than a tool to assist of their learning. Making this point clear is the next step to find software for Spanish children. What kind of programs can teachers find to immerse children who are also second language learning easy to do well and without being disadvantaged? A natural place for looking for the software are the .com sites that are a boom of the 21-century.

Instructional Technology

The inclusion of technology in classroom teaching is no longer an option. Technology individualizes instruction because individual students learn, not the class as a whole. The teachers are involved in instruction; they are not in control of learning. If we have this point clear we should see our bilingual children as individuals who need to be educated differently. Language cuts across the curriculum and teachers of whichever discipline have to consider seriously this

fundamental tool to providing education to students. Language is used for the communication of ideas and feelings. This is the case with bilingual language. If bilingual children do not understand the language of the technology how can they follow the commands (Pritchard, 1983, pp 231-233)?

Today, schools are facing the challenges of educating a diverse linguistic population. Speech and the natural language processes that are a part of whole language are very important for young children. In particular, young children from non-English speaking backgrounds have much to gain or lose depending upon their early language experiences in the classroom. A major contributor to early school failure of non-English speaking children is their submersion into classrooms where the children's own culture and language background are neither incorporated nor valued. Schools should provide a strong foundation in English, as well as opportunities to acquire or maintain a second language. Bilingual children require instruction in their native language to support their acquisition of early concepts, to affirm their culture background, and to transfer these to a majority language environment, which in this case is English (Thouvenelle, Borunda, McDowell, 1993-1994, pp 151-165).

Language difficulties are often seen as learning disabilities, so many ESL students are unintentionally misdiagnosed as being learning disabled. If an evaluator is not trained to be aware of this possibility he or she may use software programs with English language learners that are not age appropriate. The other mistake she sees is putting ESL students in remediation classes. Research shows that students accelerate with software and materials in their first language. The transition is mush smoother, stronger and faster when introducing the new language and continuing in English with content concepts that they already understand in their native language (Bishop, 1999, p.56).

Microcomputers and Foreign Languages

We must exercise caution when attempting to link education and foreign language with technology. Teachers should allow time for the exploratory work that needs to be done and provides a breathing space, which teachers can turn to good use by participating in the devising of self-instruction techniques during children's formative period. Also recognize the importance of software. Behaviorist materials for language labs that merely repeated textbook work led to student boredom. Understand the full educational value of computers. Computers can relieve teachers of many time consuming details of teaching, such as record keeping, simplistic drill practice and make-up work. However, computers will not replace the classroom teacher (Thrush and Thrush, 1984. pp. 21-26).

During the past 20 years micro technology has so saturated the culture that guidelines for federal education programs now mandate the ownership of some type of computer apparatus. A school without any computers immediately classifies its occupants as living below the poverty level. In an increasingly computerized world we cannot expect our students to emerge from schools computer literate unless teachers are first computer literate.

There is widespread concern that computer technology, rather than enhancing educational opportunities for all students, will actually contribute to widening the gap between students from differing economic and ethnic backgrounds. Some children are going to be behind that others because they do not have access to the technology, and even if they have it, they are not going to have it in their native language. Right now technology is elitist because not everybody can afford to buy a computer, and software has not been developed expressly for use with bilingual learners. Courseware currently used with language minority students has been developed for purposes of foreign language instruction or basic skills remediation of monolingual English speakers. This

courseware has been criticized as culturally and linguistically inappropriate for use with limited English proficient students (Cardenas, 1988,Pp 43-58).

The bilingual teacher, who is in contact with students, should assure that students would enjoy effective instructional software in their primary language. The teacher must make certain that language minority youngsters are exposed to the full range of computer-assisted-instruction, and not just to software that supports drill and practice, to guarantee that language minority youngsters will be both skilled in and excited about their technological futures (Ainsa, Murphy, Thouvenelle & Wright 1994 pp. 121-131).

Applying these strategies through technology, computers can be used to enhance many aspects of the instructional organization of classrooms and promote the success of children whose native language is not English.

A. Emphasize functional communication between teacher and children and among peers.

B. Organizes the teaching of basic skills and academic content around thematic units.

C. Organize instruction in such a way that children are required to interact with others using collaborative learning techniques.

D. Help children progress systematically from writing in their native language to writing in English, allowing them to make the transition without pressure from the teacher.

E. Support teachers who are highly committed to the educational success of the children in their classroom and who serve as child advocates.

F. Involve parents of all cultural and linguistic backgrounds in the formal parent-support activities of the school--taking care not to isolate one group from another--thus encouraging a high level of satisfaction with an appreciation for their children's educational experiences in schools.

In addition to providing language diversity, software should provide cultural and ethnical diversity. The software should provide children a meaningful and relevant context for learning. The technology should offer the opportunities to tailor learning experiences for individual children. Software programs can be designed to incorporate children's native language and culture, to reflect their interests, and to target their development needs (Thouvenelle, Borunda and McDowell, 1993-1994, pp 151-165).

Technology for Bilingual Education and English as a Second Language

It is very important to see the role of technology in support of bilingual and ESL education. Students of limited English proficiency need to achieve high standards in all content areas including developing their proficiency in English. However, they should be encouraged to maintain their fluency in their first or native language. Technology can have an essential role in enabling children of limited English proficiency to achieve high standards, develop English proficiency and maintain their own first language. Research in second language acquisition (Krashen, 1989, p.) has clearly suggested the need of comprehensible input in order for second language learning to take place. Perhaps the important role of the teacher is to act as a facilitator in providing this intensive input

Appropriate Technology Applications

Technology applications should be introduced within the classroom based on student's grade levels and their social and psychological development. Teachers should select technology applications for the grade level and the development level of their LEP students (Limited English Proficiency).

Evaluating Software

Bilingual and ESL educators need to select resources that address the specific needs of LEP students.

A. Programs in languages other than English, with the exception of programs designed specifically for foreign language instruction.
B. Programs in any language that elicit discussion, critical thinking, collaborative learning, and oral language development across the curriculum.
C. Programs in any language that use sound, visuals, graphics, or other features that help learners to extract meaning from the text.
D. English language programs with features that allow the teacher or the student to adapt the presentation and/ or content of the material in ways that respect the user's language acquisition stage.
E. Presentation / authoring /translation/tool programs that enable students to navigate across media and the curriculum, thus empowering them to be producers of their own learning in any language.

Educational consultant identifies ten key selection criteria in for selecting software for the bilingual user (Bishop, 1990, pp. 86-88).

A. Accuracy, correctness of content: a software program should contain accurate content, facts and information.
B. Not limited by regionalism or dialect: the language or languages in a software program should be based upon a "standardized" version of the language(s). In some instances where a teacher wishes to expose students to different dialects or colloquialisms, a software program may permit the teacher to enter this information.
C. Open-ended: the design of a software program should allow the teacher to make changes, which enhance its appropriate use appropriate use in the classroom. Open-ended or flexible software programs also permits students to manipulate the content.
D. Interactivity: an interactive software program permits the student or teacher to access different sections or components of the program based upon interest. An interactive computer-assisted instructional program allows a student to enter more than one

correct answer when presented with a test item or a problem to solve. The student is presented with additional content based upon the specific answer that is entered.

E. Depth of Content: The content of a software program should rich details, examples, facts and concepts, and a variety of information.

F. Educational Sound: software should be based upon accepted pedagogical theory. Many recent software programs that teach content incorporate national curriculum standards in their design.

G. Ease of Use: The design of a software program should include clear menus for accessing sections of the program; help screens and directions, and options for returning to the menu or quitting the program.

H. Age-Appropriateness: The teacher should select software programs that are appropriately designed for the age and grade level of the students.

I. Cultural Sensitivity: The content of software program should respect cultural diversity. Some programs emphasize cultural diversity to enrich the content of the program.

J. Visual Appeal: Graphics, Photographs, video, of other artistic elements should be incorporated into the design a software program to capture a student's or teacher's attention (Bishop, 1990, pp. 86-88).

Children's Software in Spanish for Early Childhood: Ages 3 To 6

In order to find software for Spanish children, a teacher can search the World Wide Web using the shop-on-line web sites. Below are listed some web addresses that offer these programs. I also compared prices and services.

Sources of Software on the Internet

http://www.beyond.com
http://www.surperkids.com
http://www.amazon.com
http://www.zdnet.com
http://www.bn.com
http://shop@AOL shopping

http://software.discoveryschool.com
http://www.edmark.com
http://www.edresources
http://www.bookswithoutborders.com
http://www.bookswith
http://www.4mation.co.uk
http://www.gy.com/language/sp_educa_did.htm
http://www.jumpstart.com
http://apps.scholastic.com
http://www.edgamesandart.com/edusoftware.html
http://www.funschool.com
http://www.family.disney.go.com
http://www.lingolex.com
http://www.suite101.com
http://www.childrensoftware.com
http://www.dyned.com

The software I found was more for learning Spanish. I purchased five of the programs below (Numbers 1 – 5 below) These were closely related in age for young children, bilingual in that they were in Spanish, similar in price, and readily available from the shop-on-line sites. Some of the programs listed below were not selected because they were more highly priced than the others, and because some of them were not available at the time I ordered the software.

Software in Spanish	Format/OS	Price
A. Rosetta Stone Spanish Explore	Win3.1/95/NT/Mac	18.95
B. Kidspeak Spanish	CD-ROM	19.99
C. Kid's Spanish	CD-ROM	29.99
D. Spanish Learnware	CD-ROM	23.99
E. JumpStart Spanish	Win/Mac	17.95
F. Hop & Skippy language Island		39.95
G. Jump Start for kids-Spanish		34.99
H. Transparent language Kidspeak		18.95
I. IBM/EDMARK/ travel the world with Timmy	Mac/Win	24.95
J. Transparent language Kidspeak 10 in one language learning	Mac/Win	26.99
K. Creative Wonders-Sesame street: Get set for school	Mac/Win	49.99
L. Buena Vista-Winnie the Pooh: The honey		19.99

M.	Connectivity Software systems-Kids Internet world explorer	Win95/98/NT	29.99
N.	Learn Spanish 7.0	Win95/98/NT/Mac	42.95
O.	Quick Study Spanish	Win95/98	19.95
P.	Instant Immersion Spanish	Win95/98	17.95
Q.	Zurk's Rainforest lab	Mac/ Win	29.95
R.	Natural Science Comes alive in Spanish	Mac/Win	44.95

Discussion of the Results

The software that is available for Spanish children in none in the sense of the Spanish software for Spanish speaking children. The only software that I found is software for learning Spanish. I only found one program Jump-Start that is very good for children who do not know how to follow directions in computers, and they are still learning how to use computers and programs. At the following website I found a checklist or scale for a numerical evaluation of software programs: http://software.discoveryschool.com/c/@m0CIAErERRmQU/news.html Below are the completed scores for the five programs. I have just the five summary areas listed in Table 1. The complete scale is in Appendix B.

Table 1. Checklist Scores for Children's Learning Spanish Software

	Kid's Spanish	Jumpstart Spanish	Rosetta Stone	Kidspeak Spanish	Spanish Learnware
I. Ease of Use (Can a child use it with minimal help?)	109	131	108	82	69
II. Childproof (Is it designed with "child-reality" in mind?)	64	80	72	56	60
III. Educational (What can a child learn from this program?)	74	108	93	65	58
IV. Entertaining (Is this program fun to use?)	86	63	48	39	49
V. Design Features (How "smart" is this program?)	5	48	42	9	33
TOTAL SCORES	301	453	378	260	259

BEST COPY AVAILABLE

The present table shows how Jump Start is the best of five software programs. This program is clear and attractive for children and even though is for learning Spanish children who speak Spanish can use this program. However, I also found poor software that was so complicated, unattractive, and difficult to use even for me who knows a little bit how to use computers. The commands in those programs were unclear and sometimes their translations were not accurate. Also these programs present too much difficulty in reaching the answers. The backgrounds were too boring and children can easily lose the enthusiasm for the program because the programs were too static.

The good I found in the software was that they could be changed to another language. Also the software gives feedback and tries not to let children feel too frustrated. Continually the programs repeat and give children a lot of help when they make mistakes. In other words the programs are aware that behind the screen are children who need this sort of stimulus.

Bilingual children need software in which they can reinforce the ways in different subjects such as the program Jump Start learning system has that is based on the growth of children's learning in Literature, Math, Science, Geography, Vocabulary, and Reading, etc.

Reference Bibliography

Pritchard, Jr. William H. Instructional Computing in 2001 A Scenario. Annual editions, education 83/84 article 49 pp 231-233

Bishop . Ana Technology and language Acquisition an interview with Ana Bishop. Jan 1999 v19 i5 p56.

Thouvenelle, Suzzanne Mario Borunda and Ceasar McDowell. Replicating inequities: are we doing it again? Young children active learners in a technology age. 1993-1994

Wright June L. and Daniel D. Shade, Assuring Access to instructional Technologies for language Minority students: A case study of a teacher-training program. the journal of the national association for bilingual education. Editors. NAEYC# 341 Journal title: NABE journal: V.13 #1 pp 43-58 1988;

Rossett Allison Ana Maria Rodriguez Microcomputers in foreign Language Instruction. Modern Language Journal San Diego State University

Thrush, Jo Ann. Thrush, Randolph S. 1984. Microcomputers in Foreign Language Instruction , pp 21-26, v68 n1 spring 1984

Bishop Ana, 1990 pp 86-88 technology applications for bilingual education and English as a second language 1995 LC 3719. T42 1990z

Murphy Ainsa, , Thouvenelle & Wright Young children active learners in a technological age. 1994 p 121-131. 1993-1994

Thouvenelle, Suzanne, Mario Borunda and Ceasar McDowell Young children active learners in technological, 1993-1994, pp 151-165. Age 156)

Appendix A. A checklist for Analyzing Children's Software

The average consumer doesn't usually have the opportunity to look at software before purchasing it. To make an informed decision, it makes sense to check in with independent review sources. The Discovery Software Store News about Educational Software site, which is located at: http://software.discoveryschool.com/c/@m0CIAErERRmQU/news.html suggests the following criteria that they use in evaluating each program:

I. Ease of Use (Can a child use it with minimal help?)
___Skills needed to operate the program are in range of the child
___Children can use the program independently after the first use
___Accessing key menus is straightforward
___Reading ability is not prerequisite to using the program
___Graphics make sense to the intended user
___Printing routines are simple
___It is easy to get in or out of any activity at any point
___Getting to the first menu is quick and easy
___Controls are responsive to the touch
___Written materials are helpful
___Instructions can be reviewed on the screen, if necessary
___Children know if they make a mistake
___Icons are large and easy to select with a moving cursor
___Installation procedure is straightforward and easy to do

II. Childproof (Is it designed with "child-reality" in mind?)
___Survives the "pound on the keyboard" test
___Offers a quick, clear, obvious response to a child's action
___The child has control over the rate of display
___The child has control over exiting at any time
___The child has control over the order of the display
___Title screen sequence is brief or can be bypassed
___When a child holds a key down, only one input is sent to the computer
___Files not intended for children are safe
___Children know when they've made a mistake
___This program would operate smoothly in a home or classroom setting

III. Educational (What can a child learn from this program?)
___Offers a good presentation of one or more content areas
___Graphics do not detract from the program's educational intentions
___Feedback employs meaningful graphic and sound capabilities
___Speech is used
___The presentation is novel with each use
___Good challenge range (this program will grow with the child)
___Feedback reinforces content (embedded reinforcements are used)
___Program elements match direct experiences
___Content is free from gender bias
___Content is free from ethnic bias
___A child's ideas can be incorporated into the program
___The program comes with strategies to extend the learning
___There is a sufficient amount of content

IV. Entertaining (Is this program fun to use?)
___The program is enjoyable to use
___Graphics are meaningful and enjoyed by children
___This program is appealing to a wide audience
___Children return to this program time after time
___Random generation techniques are employed in the design
___Speech and sounds are meaningful to children
___Challenge is fluid, or a child can select own level
___The program is responsive to a child's actions
___The theme of the program is meaningful to children

V. Design Features (How "smart" is this program?)
___The program has speech capacity
___Has printing capacity
___Keeps records of child's work
___"Branches" automatically: challenge level is fluid
___A child's ideas can be incorporated into the program
___Sound can be toggled or adjusted
___Feedback is customized in some way to the individual child
___Program keeps a history of the child's use over a period of time
___Teacher/parent options are easy to find and use

VI. Value (How much does it cost vs. what it does? Is it worth it?) Considering the factors rated above, and the average retail price of software, rate this program's relative value.

Poor..... Good

1 2 3 4 5 6 7 8 9 10

On Line Reviews of Learn to Speak Spanish Software

Before purchasing a Spanish language program, potential buyers must identify who will be using the product and what he or she hopes to get from the product. Will the program be a first exposure to foreign language learning for a young child? Will it provide remediation for a struggling Spanish student? Is the prospective user planning a trip and hoping to learn traveler's Spanish? Or is he or she a serious student wanting a comprehensive approach to learning a second language?

With these questions in mind, www.SuperKids.com compared six Spanish language programs to help users find the one that best suits their needs. The following reviews come from their site.

A. Jump Start Spanish [for ages 3 to 6] from Knowledge Adventure, although very limited in content, provides a nice introduction to second-language learning. Games are interesting enough to intrigue even older students striving to learn vocabulary basics in a diverting manner.

B. Kids! Spanish [for ages 6 to 10] from Syracuse Language, teaches Spanish vocabulary through a series of basic drills. Despite an extensive word collection, its lack of variety in activities may cause many kids to become disinterested.

C. Language Adventure [for ages 6 to 12] from Instinct Corporation involves kids in an animated story that slowly unfolds in Spanish. It emphasizes spoken language, requiring students to repeat words and phrases to allow the story to progress. Despite limited animation and graphics the program's novel approach may intrigue young learners.

D. Learn to Speak Spanish [for ages 10 and up] from The Learning Company is an outstanding, comprehensive Spanish language program, recommended for those who want to learn the language thoroughly. It includes grammar fundamentals, vocabulary and conversational instruction in an organized, easy-to-follow package.

E. Quick Study Spanish [for ages 11 and up] from The Learning Company, targets the traveler (not the school student) -- successfully teaching usable, conversational Spanish in an interesting and easy-to-use manner.

F. Spanish for the Real World [for ages 12 and up] from Knowledge Adventure, places students in an interactive, "real-life" road rally through Mexico, with games and activities that drill and strengthen Spanish-speaking skills. Some kids may find its fast-twitch games a bit frustrating.

People's Reviews

The www.Jumpstart.com site has a Parents' Choice section, which contains the following:

> "If exposing your little ones to beginning Spanish is the point, this is a good starting point. Using Jumpstart-type animations and activities to deliver the goods, this preschool software introduces the most basic of Spanish words and phrases, as well as a little of Spanish culture and music. From Mr. Hops lot's treetop clubhouse, kids click on various objects to visit activities that instruct by written word and pronunciation. Go into the dollhouse kitchen, for instance, and it enlarges into a fully equipped kitchen where clicking on any item pronounces its name in Spanish and displays the word. Besides the various rooms of the house, other options include exploring the neighborhood, colors, numbers and counting, clothing, and music. All are instantly translated, though parents need to encourage children to repeat the words they hear and re-click until they get them right. Phrase work includes the basics, such as "What is your name?" and "How are you today?" Once through the explore mode, kids can switch to the game mode where they're tested in fun fashion on what they're learning. Another plus is that this program can be used to introduce English as a second language: Choose to learn English or Spanish from the outset and choose the instruction in English, Spanish, German or French!" (Don Oldenburg, Parents' Choice).

Product Description

At the site, they also describe their program:

"In Jumpstart Spanish, children, ages 3-6, join Mr. Hops lot from Jumpstart Kindergarten on a special visit to his clubhouse, high atop a large oak tree. When kids arrive in the tree house, they realize Mr. Hopsalot's affinity for the Spanish language and its cultures. As they explore the many items Mr. Hops lot has in his hangout, children are exposed to Spanish and English translations of common words and phrases and learn about Spanish culture in a fun and educational way. The product also includes a toggle that allows Spanish-speaking families to use Jumpstart Spanish to introduce their child to the English language".

My Reviews of Children's Spanish Software.

I am going to review six software programs that are for Spanish children that are recognized as such by stores, and have filled the criteria suggested by online network sources.

1) Kids Spanish software

It is from Syracuse Language Company and it is for children 6 to 10 years old. I found this program in my research for Spanish children but in reality it is for children who wants to learn another language.

The program implies that children should have knowledge of computers to follow the directions. The program does not introduce itself and does not explain what it expects from them. The illustrations are very scary and the background is monsters living in the city in the dark. I installed the program and the only sentence I heard was "hello." After that the programs shows the city with five buildings with different levels. In the same time children are required to have a microphone to save his voice and to repeat the words that they are learning. Children need to know how to move the cursor and the mouse. They do not need to use keyboard and read. I consider children who speak Spanish can use this program because my point is to introduce children through the computer. Educationally children can learn new words because sometimes they do not have enough vocabulary.

A. Ease of use:

The program is easy to use. Children can use the program independently after the first demonstration. Children can access the next section easily. In this software children do not have to know how to read and the graphics have sense. Even though I disagree with the monsters background because sometimes children feel scare about these unreal characters. With this program children can stop or continue to another level. Children can review and make the

mistakes. The program gives children the name where they point and in the same time they repeat the question again. Constantly children have feedback when they are right or when they are wrong. The icons can be moving by the program and the children only need to point. The program by itself moves the things around.

B. Childproof.

The children have control of the program they can work in their own speed. Even the children do not have control of the graphic; it does not affect the children work with the program. The program is designed to go in certain way that is predictable. Here the children know when they make mistakes because the program answers even when they get the wrong answers. The program indicates what icon they choose and what icon they suppose to look again but it never gives the answer. This program can be operated at home or classroom setting because it is not complicated its installation. The only problem this software presented was the installation of the microphone.

C. Educational.

Even this program is for children who want to learn Spanish. Children can learn more words and use the computer skills. The program develops different skills such speaking, listening, comprehension, vocabulary, alphabet, numbers, etc. The program is based of real experiences such face and body, food, animals, sports, clothing, colors, and shapes, family, opposites, time, days of the week, seasons, occupations, transportation themes that are relevant for early childhood children.

D. Entertainment:

Children can enjoy the program but I think they can be bored after because the program is very monotonous and the illustrations are not very attractive. The program does not say what level the

children suppose to be because it does not have any sequence to enter. The program only gives 1 to 5 numbers but it depends on children to start either 1 or 5.

E. Design features:

The program does not have record of the children's work. The only time that the children can record is by the moment they are using the program after their tapping disappear for a new one.

F. Value:

The software costs 29.99 plus tax 4.99 considering that I am using the software to introduce Spanish children to computers and in the same time to facilitate their skills in technology but I do not think that the program been so good for Spanish children population. Between 1 that is poor and 10 is good. I rate the software 3 for use and educational skills. The software is to boring and is not very exciting neither attractive.

2) The kidspeak Spanish software

The second software is Kidspeak for Spanish children this software also is for learning Spanish. However it has good points in the use of software for Spanish children.

A. Ease to use:

The program is easy to use. Children can use the program independently after the first demonstration. Children can access the next section easily but they have to come back to the menu of the section. In this software, the children are exposed to Spanish sounds, words, phrases, games puzzles and songs. The background is referent to the hillside in Spain. With this program children can stop or continue to another section. They can press the button to put the section harder. Children can make mistakes but the software does not give the feedback. If the children do not find the right answer the software do not move neither helps. The software gives the children the name of the object but it does not refresh the question. The icons can be moving by

the program and the children only need to point and the program by itself moves the things around.

B. Childproof.

The children have control of the program and they can work in their own speed. But when children are playing the games bingo or dominoes the computer are very selective and never let the children to put the chip where they want to place. The computer put the chip indiscriminately. In other words the game is manipulate by the software and the intervention of the children is minimal. Even the children do not have control of the graphic it does not affect the children when they want to go to different places. The program is designed to go in certain way and it is predictable. This program can be operated at home or classroom setting because it is not complicated its installation.

C. Educational.

Even this program is for children who want to learn Spanish. Children can learn more words and use the computer skills. The program develops different skills such speaking listening comprehension, vocabulary, alphabet, numbers, etc. The program is based of real experiences such face and body, food, animals, sports, clothing, colors, and shapes, family, opposites, time, days of the week, seasons, occupations, transportation themes that are relevant for early childhood children.

D. Entertainment:

Children can enjoy the program but I think the program is a little hostile because in the program I can see a horse that is kicking the girl. The illustrations are attractive. The program does not say what level the children suppose to be in the program. It does not have any requirements to enter

to different section. The program only gives the alphabet, numbers, animals, backpack, happy birthdays and pictographs

E. Design features:

The program does not keep a record of the children's work.

F. Value:

The software cost 19.99 plus tax 4.99 considering that I am using the software to introduce Spanish children to computers and facilitate they easy way to use but I do not think that the program been so good for Spanish children population. Between 1 that is poor and 10 is good. I rate the software 4 for use and educational skills. The program it is very unclear in their commands. The software gives one sentence and when we open the meaning is very different such when they are showing the animals groups. The program says when the child enter to the program that they are going to look for the sound of the animals but in the reality the animals sound of the animals is not around only the children have to open two cards and find the animals partners but the sound never shows. Another part the software is looking animals but it was impossible to find the sheep in the place. I almost spend 15 minutes looking for the animal that is hiding behind the wall. I could not find the animal that the program was asking for. If the program is for teaching Spanish the words are very regional and sometimes confusing.

3) The Rosetta stone Spanish software

The third software is Rosetta stone for Spanish children this software also is for learning Spanish. However it has good points in the use of software for Spanish children.

A. Ease of use:

The program is easy to use. Children can use the program independently after the first demonstration. Children can access the next section easily. In this software the children are

BEST COPY AVAILABLE

exposed to Spanish sounds, words and phrases the program shows children four pictures as children hear a phase in the language they are learning. Then children select the picture that the children think correspond to the phrase. If children choose the correct picture, they see and hear a positive response and scores points. However if children choose incorrectly, children are prompted again until they achieve success. If the children make mistakes the program gives the check mark for right and the (x) as a wrong answer. With this program children can stop or continue to another section or they can press the button to put the section different things. Children can make mistakes and the software gives the feedback. If the children do not find the right answer the software do not move. In case the children forget the question they can come back and press the sound to repeat the word as any times as they need. The program by itself moves the things around.

B. Childproof

The software has control of the program. If the children make mistakes, the programs do not let them to skip the question. The only decisions children can make are to move to another section or to stop the program. The program is designed to go in certain way that is predictable. This program can be operated at home or classroom setting because it is not complicated its installation.

C. Educational

Even this program is for children who want to learn Spanish. Children can learn more words and use the computer skills. The program develops different skills such speaking, listening, comprehension, vocabulary and writing. The program has real pictures and situations and themes that are relevant for early childhood children.

D. Entertainment:

Children can enjoy the program but I think the program is a little monotonous for small children because it does not have any attractive pictures or cartoons. The program is static in the characters do no move. The program does not have any requirements to enter to different section and children can skip.

E. Design features:

The program has a record but it is only for the time the children are working with the program.

G. Value:

The software cost 19.99 plus tax 4.99 considering that I am using the software to introduce Spanish children to computers and facilitate them the easy way to use. Between 1 that is poor and 10 is good. I rate the software 6 for use and educational skills. The program is clear in its commands but it can turn boring for a few times. This program is more for adult people because this program needs a lot stimulus to be in the program

4) Spanish learn ware software

The third software is Spanish learn ware for children this software also is for learning Spanish. This program is very difficult to use even for Spanish children.

A. Ease of use:

The program is not easy to use. Children cannot use the program independently after the first demonstration because the program is not specific neither easy. Children can access the next section easily. In this software, the children are exposed to Spanish sounds, words and phrases. The program shows children different activities such language labs, conversation, dictionary, flash cards, games, grammar guides and exercises. The activities are very unclear in Spanish and English. The program mixes two language English and Spanish. This program is very unclear in its instructions and what it expects from children. The program does not have feedback when

children make mistakes. The program does not give any clue to avoid any anxiety when children cannot find the answers. The program can repeat many times as the children press the sound to repeat the word that they do not understand.

B. Childproof

The software has control of the program. If children make mistakes the programs do not let them to skip the question. The only decisions children can make are to move to another section or to stop the program. The program is not designed to go in certain way and it is not predictable. This program is very complicate and somebody must be with children to explain when the program requires.

C. Educational

Even this program is for children who want to learn Spanish. Children can learn more words and use the computer skills. However this program mix two language, therefore, I do not see that the program is good because it supposes to be to clear in order to avoid translations in other language. The software creates the dependency to use the native language to find out what the program expect. The program develops different skills such speaking, listening, comprehension, vocabulary and writing. The program can be useful for grow ups but not for early childhood or adolescents

D. Entertainment:

I think the program is very boring even the games. It has different games such as hangman, compass and etc that when we play is too hard to learn how we suppose to play it. the program is very unclear and not attractive. It takes to long to understand the program and if somebody wants to learn Spanish this is not the right software to use.

E. Design features:

The program has a good point that is that it has a record. Anytime when children enter to the program and how much long they expect on it is showing but the program by the time and how long. It also shows where they are and scores. The programs design is too simple and not attractive.

H. Value:

The software cost 23.99 plus tax 4.99 considering that I am using the software to introduce Spanish children to computers and facilitate them the easy way to use. Between 1 that is poor and 10 is good. I rate the software 3 for use and educational skills. The program is not clear. It can turn boring for a few times. This program is more for adult people because this program needs a lot reading, comprehension skills.

5) Jump ? Start Spanish software

The third software is Jump * start for Spanish children this software also is for learning Spanish. However it has good points in the use of software for Spanish children.

A. Ease of use:

The program is easy to use. Children can use the program independently after the first demonstration. Children can access the next section easily. In this software, children are exposed to Spanish sounds, words and phrases. The program shows children a room that children can select and press and enter to different places. The program has colors, clothing counting and quantities, around the house, explore the neighborhood and integrated learning where children can learn words and skills in computer in the same time. Then children can a picture that the children think correspond to the phrase. If children choose the correct picture, they see and hear a positive response and scores points. However if children choose incorrectly, children are prompted again until they achieve success. If the children make mistakes the program gives two opportunities and

after, it gives a clue where the thing is blinking. With this program children can stop or continue to another section. They can press the button to put the section different things. Children can make mistakes and the software gives the feedback. If the children do not find the right answer the software do not move but it helps them to find the answers. In case the children forget the question they do not have problem because they program gives the questions until the children find the answers. Children can press an interrogation mark and ask what they should suppose to do or go. The program by itself moves the things around.

B. Childproof

The software has control of the program and it helps children to find the answer. Children can take decisions about color, language, and translation. In other words children in this program can feel confident and sure that the program want to help them and not to put them down. Children feel happy using the programs and they want to enter many times. The program is designed to go in certain way that is predictable. This program can be operated at home or classroom setting because it is not complicated its installation.

C. Educational

Even this program is for children who want to learn Spanish. Children can learn more words and use the computer skills. The program develops different skills such speaking, listening, comprehension and vocabulary. The program has cartoons in its program. Children love and enjoy playing with this program because is easy to use and follow. The situations and themes are relevant for early childhood children. The program also tries to shows situations about different Spanish speaking cultures from around the world that can be relate to children background or families.

D. Entertainment

Children can enjoy the program because the program is very attractive the pictures and cartoons are for their age. The program does not have any requirements to enter to different section and children can skip. The program is very friendly

E. Design features:

The program has records of the children in the clubhouse. In it children can type their names and the program has the record of the work. Also the program can be used for different children who want to learn Spanish. Also I children want they can have translations to the questions and words that they do not know.

Value:

The software cost 19.99 plus tax 4.99 considering that I am using the software to introduce Spanish children to computers and facilitate them the easy way to use. Between 1 that is poor and 10 is good. I rate the software 10 for use and educational skills. The program is clear in its commands. This program is very good and I hope this company makes the same software for different grades and different subjects.

Children can enjoy the program because the program is very attractive the pictures and cartoons are for their age. The program does not have any requirements to enter to different section and children can skip. The program is very friendly

E. Design features:

The program has records of the children in the clubhouse. In it children can type their names and the program has the record of the work. Also the program can be used for different children who want to learn Spanish. Also I children want they can have translations to the questions and words that they do not know.

Value:

The software cost 19.99 plus tax 4.99 considering that I am using the software to introduce Spanish children to computers and facilitate them the easy way to use. Between 1 that is poor and 10 is good. I rate the software 10 for use and educational skills. The program is clear in its commands. This program is very good and I hope this company makes the same software for different grades and different subjects.

Appendix B. A Checklist for Analyzing Children's Software

The average consumer doesn't usually have the opportunity to look at software before purchase. To make an informed decision, it makes sense to check in with independent review sources. I applied the following checklist to score the five software programs I evaluated:

Poor..... Good
1 2 3 4 5 6 7 8 9 10

	Software Programs				
	Kid's Spanish	JumpStart Spanish	Rosetta Stone	Kidspeak Spanish	Spanish Learnware
I. Ease of Use (Can a child use it with minimal help?)					
___Skills needed to operate the program are in range of the child	5	5	6	7	8
___Children can use the program independently after the first use	5	9	6	5	4
___Accessing key menus is straightforward	7	9	7	3	4
___Reading ability is not prerequisite to using the program	10	10	7	6	3
___Graphics make sense to the intended user	3	9	7	5	3
___Printing routines are simple	8	9	6	8	4
___It is easy to get in or out of any activity at any point	10	10	10	10	6
___Getting to the first menu is quick and easy	10	10	9	6	7
___Controls are responsive to the touch	10	10	7	6	7
___Written materials are helpful	0	10	9	7	4
___Instructions can be reviewed on the screen, if necessary	7	10	4	2	4
___Children know if they make a mistake	10	10	10	2	2
___Icons are large and easy to select with a moving cursor	10	10	10	10	6
___Installation procedure is straightforward and easy to do	4	10	8	5	7
	109	131	108	82	69
II. Childproof (Is it designed with "child-reality" in mind?)					
___Survives the "pound on the keyboard" test	0	0	0	0	0
___Offers a quick, clear, obvious response to a child's action	5	10	10	5	6
___The child has control over the rate of display	5	5	4	5	4
___The child has control over exiting at any time	10	10	10	10	10
___The child has control over the order of the display	2	10	0	2	0
___Title screen sequence is brief or can be bypassed	6	5	8	4	7

___When a child holds a key down, only one input is sent to the computer	6	10	10	6	8
___Files not intended for children are safe	10	10	10	8	10
___Children know when they've made a mistake	10	10	10	6	7
___This program would operate smoothly in a home or classroom setting	10	10	10	10	8
	64	80	72	56	60
III. Educational (What can a child learn from this program?)					
___Offers a good presentation of one or more content areas	6	10	5	6	4
___Graphics do not detract from the program's educational intentions	4	10	6	4	4
___Feedback employs meaningful graphic and sound capabilities	5	10	10	3	5
___Speech is used	5	10	10	5	6
___The presentation is novel with each use	6	10	7	5	6
___Good challenge range (this program will grow with the child)	3	7	5	3	2
___Feedback reinforces content (embedded reinforcements are used)	10	10	8	4	4
___Program elements match direct experiences	6	10	10	6	6
___Content is free from gender bias	10	10	10	10	10
___Content is free from ethnic bias	10	10	10	10	10
___A child's ideas can be incorporated into the program	0	0	0	0	0
___The program comes with strategies to extend the learning	4	5	5	4	5
___There is a sufficient amount of content	5	6	6	5	6
	74	108	93	65	58
IV. Entertaining (Is this program fun to use?)					
___The program is enjoyable to use	4	10	6	4	3
___Graphics are meaningful and enjoyed by children	4	10	6	4	4
___This program is appealing to a wide audience	4	10	10	4	4
___Children return to this program time after time	5	10	5	5	3
___Random generation techniques are employed in the design	3	9	5	5	4
___Speech and sounds are meaningful to children	5	10	7	5	5
___Challenge is fluid, or a child can select own level	4	7	8	4	3
___The program is responsive to a child's actions	9	10	10	9	9
___The theme of the program is meaningful to children	6	10	5	4	4
	49	86	63	48	39
V. Design Features (How "smart" is this program?)					
___The program has speech capacity	5	10	5	5	5
___Has printing capacity	0	0	0	0	0
___Keeps records of child's work	0	10	10	0	5

___"Branches" automatically: challenge level is fluid	0	0	5	0	4
___A child's ideas can be incorporated into the program	0	5	0	0	0
___Sound can be toggled or adjusted	0	8	8	4	6
___Feedback is customized in some way to the individual child	0	0	0	0	0
___Program keeps a history of the child's use over a period of time	0	9	8	0	7
___Teacher/parent options are easy to find and use	0	6	6	0	6
	5	48	42	9	33
TOTAL SCORES	**301**	**453**	**378**	**260**	**259**